DOCUMENT RESUME

ED 048 190 SP 007 077

TITLE	Overview Resource Unit I, Grade 8. Providence Social Studies Curriculum Project.
INSTITUTION	Providence Public Schools, R.I.; Rhode Island Coll., Providence.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
REPORT NO	CRP-6-1195
PUB DATE	69
NOTE	13p.; Part of a set of resource units and curriculum overviews for K-12 social studies
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Curriculum Guides, *Grade 8, Non Western Civilization, *Social Studies, *Urban Teaching

ABSTRACT

GRADES OR AGES: Grade 8. SUBJECT MATTER: Social studies; civilizations. ORGANIZATION AND PHYSICAL APPEARANCE: The central part of the guide is divided into four subunits, each of which is laid out in three columns, one each for topics, activities, and materials. Other sections are in list form. The guide is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the unit are listed on the first page. Each group of activities in the second column is related to a topic in the first column. INSTRUCTIONAL MATERIALS: Each group of materials listed in the third column is related to one or more activities. In addition an appendix lists related articles from National Geographic. STUDENT ASSESSMENT: A one-page section entitled "Evaluation" lists ideas students should understand by the end of the unit. OPTIONS: The guide is prescriptive as to course content and timing. Activities and materials listed are optional. (RT)

ED048190

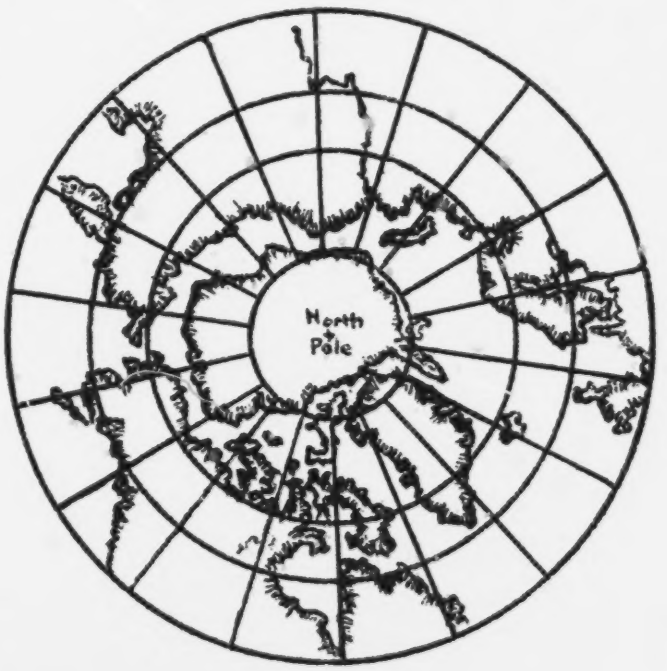
PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

SP007077

8

OVERVIEW
RESOURCE UNIT I
GRADE 8



RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS

RU,I - Gr. 8

TABLE OE CONTENTS

	PAGE
I. Introduction	1
II. Major Understandings	1
III. Aims	1
IV. Vocabulary	2
V. Development of Unit	
A. A World Study	3
B. Civilization	3
C. Generalizations About Civilization	5
D. Course of Study	7
	9
VI. Evaluation	10

OVERVIEW OF YEAR'S WORK

I. INTRODUCTION

The goal for the year is to have students become familiar with the term civilization and with the techniques of analyzing a civilization. The students will then apply these techniques of analysis to Muslim and East Asian civilization in grade eight and to Indian and Western civilization in grade nine. In addition a unit on the completed Classical Greek civilization will be provided for grade eight to be used if the teacher so desires.

Unit 1 attempts to answer some questions about how civilizations have developed and why and how these civilizations might be studied. In this unit the foundation will be laid for a two year (Grades eight and nine) study of World Civilizations and for the two year (Grades ten and eleven) study of Civilization in America.

It is hoped that the students will develop a greater awareness of the need to look at the world in terms of civilizations rather than in terms of individual countries, and an appreciation of the contributions and advancements made by other people. Also it is hoped that students will develop some techniques by which they may make an analysis of any civilization.

II. MAJOR UNDERSTANDINGS

1. The student should become aware of the intimate nature of the modern world and his own involvement in it.

2. The student should grow to understand the advantages of utilizing a civilization approach in a study of the world.

3. The student should realize that certain broad generalizations can be made about any civilization.

III. AIMS

1. To provide motivation for the two year study

2. To set up a method of analysis to utilize in a study of civilizations.

VOCABULARY

anthropology
archaeologist
artifacts
chronological
civilization
culture
culture region
democratic values
dissenter
generalization
geography
geologist
history
landforms
primary source
race
secondary source
social sciences
sociology
topographical

DEVELOPMENT OF UNIT

A. A WORLD STUDY

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS +
Why should we study the world? What aims should our Social Studies program fulfill?	Several members of the class might be assigned to read Lost Horizon and Lord of the Flies during the first week or so of the term. These books will be used as the basis for discussion about societies and civilizations during the next few weeks. Class discussion- . What is social studies? . What are aims? . What aims do you think should be fulfilled in a study of the world? Refer to the Curriculum Guide, Section 11,"Aims for Total Social Studies Program." Pass a copy of these aims to each student and have a class discussion on the meaning of the aims and how these might be fulfilled. Class discussion - A. What are democratic values? B. How have they developed? C. In what way is each individual unique? D. Why should we respect the the worth of each individual? What is the worth of an individual? Can it be measured tangibly? E. What is a dissenter? . (How) are one's rights as a dissenter inherent in a democracy? F. What democratic processes must be utilized for resolution of conflicts and tensions? G. Are democratic processes superior to other alternative approaches in solving these conflicts? Why? How?	Curriculum Guide Grade 8 p. 14

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	H. What are some personal and social attitudes necessary to the effective operation of democratic processes? I. What are some non-democratic political and social systems? J. What are some of the personal and social attitudes they produce and which tend to support them? As a culminating activity each student might write down those aims which seem most important to him and give the reasons for his choices. These should be kept as the first page of a note book and referred to, particularly at the end of the year, to see if they have been fulfilled. Through class discussion determine those aims most important to the majority of the class.	
How might we organize a study of the world? What method will be utilized this year?	Class discussion to arrive at the various methods in which a study of the world might be organized. The following methods should be listed and briefly described: A. Chronological - begins with story of early man and moves period by period to the present. B. Topical - organizes material into major themes, then studies the development of each in time and place. C. Nation-State - based on the study of a sovereign political unit. (Note that this approach would overlook primitive peoples.) D. Culture Region - organizes the world into culture regions, which transcend national boundaries i.e. Latin America or Southeast Asia.	Allyn & Bacon: Global History pp. 74-76

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	E. Physical-Topographical- based on the study of physical and topographical characteristics of the earth i.e. landforms, vegetation, land use. F. Civilization - utilizes content from the social sciences, and the humanities to study an identifiable segment of human activity which can be located in time and space. Each such segment has a particular arrangement of features which give it cohesion. Point out that these categories are not mutually exclusive. Indeed many of them overlap, particularly D and F. We might say that D has a presentist approach while F has an historical approach. However, this difference is purely arbitrary. B. CIVILIZATION Several different groups of students might discuss in panel form the advantages and disadvantages of each method. Then a chart might be prepared with columns headed method, description, advantages, and disadvantages. The method to be utilized in grades 8 and 9 is the Civilization approach. Define civilization and culture. (Refer to the Curriculum Guide for definitions.) Note the differences in the two terms. Question and answer period: A. When might the nation-state approach be used? (U.S. history) B. Could both a chronological and topical approach be used in the study of one country? C. What are some topics that might be used in the study of the United States? D. What are some topics that might be used in the study of a civilization?	

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are some sources of information about a civilization? What kinds of information do we want?	Some sources of information are written primary and secondary materials, archaelogical remains, works of art, and artifacts. Included among primary sources would be literature, letters, diaries, and interviews. Among secondary sources would be analytical studies of how people spend their leisure time. The kinds of information utilized in this approach have been organized by the social scientists into six disciplines each having its own area of knowledge and its own tools of analysis. Refer to the concepts listed in the Curriculum Guide for a brief discussion of each discipline with the class.	
What was the earliest development of man? How did civilization develop?	Report on the various types of man that have been discovered by scientists. Include a map showing the various areas where these early men were discovered. Report also on the work done by a geologist, anthropologist and archaeologist in connection with the discovery of these early men. The teacher should lead a class discussion on the term race. (Refer to the Curriculum Guide for a statement on the term.) The students should understand why this is such a difficult term to define and why it is impossible to speak any longer of Mongoloid, Negroid, and Caucasoid as the three races of mankind. Class discussion - Are there superior races? Special report on Darwin and his theory of evolution.	Allyn & Bacon: Global History pp. 54-68; 74-82. Allyn & Bacon: Readings in World History pp. 26-28; 35-40. Benefic: How Man Began. pp.19-73. Allyn & Bacon: Eastern Lands pp.12-20; 22-24. Library Books Encyclopedia MacMillan: The Wide World pp.156-161; 163-177.

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Class discussion - What characteristics does man possess that distinguish him from the animals? Report on the importance of agriculture as a necessary aid and preliminary step to the development of a civilization. Make a map showing the chief centers of early civilization and the spread of civilization.	
C_4	GENERALIZATIONS ABOUT CIVILIZATIONS	
What is a generalization? What generalizations can be made about civilizations?	Class discussion. The generalizations or major understandings upon which this unit is based are: A. It is possible to understand the world. B. Valid knowledge of the world leads to properly considered actions. C. The decisions each individual makes are important for himself and for the world. We can also make generalizations about civilizations. (These will be found in the Curriculum Guide) However, before introducing these to the class, have the students who have read Lost Horizon and Lord of the Flies report. Try to get the class to make generalizations about groups of people living together from the reports they have heard. Copies of the generalizations (in the Curriculum Guide) might be passed to the class to be kept in their notebooks. (It is not necessary that the students memorize these generalizations but rather that they gain an understanding of them.)	Allyn & Bacon: Global History pp. 4-7; 10;13;36-37 Allyn & Bacon: Readings in World History pp. 2-24 Nostrand: World Geography and You. pp. 38-48;54-62 MacMillan: The Wild World. pp.161-166 Atlas Curriculum Guide Grade 8 p. 15

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITES	MATERIALS
	A special report should be presented on the importance of the physical environment to man. Maps should be made to accompany the report. These would include . Cultivated areas of the world . World rainfall . World climate . World landform . World population A comparison of these maps should illustrate the problems the physical environment presents to man. A graph might be made showing world population growth. Find the areas that have grown the most in the past twenty years. Why have they grown so rapidly? Class discussion of material from Stavrianos' Readings in World History (pp.2-24) Class discussion - What are landforms? If possible models showing mountains, plateaus, hills, and plains might be made. Make maps showing the locations of some of the world's major resources. The resources may be grouped together in categories: . metal . forest . fuel and power . fibers and textiles	Goodes World Atlas Classroom Atlas

Development of Unit (cont'd.)

D. COURSE OF STUDY

QUESTIONS	SUGGESTED ACTIVITES	MATERIALS
What are the aims of the program for the next two years? What will be studied? What method will be utilized?	The aims are: A. To locate and identify characteristics of the Ancient Greek civilization and the contemporary Muslim East Asian, Western and Indian civilizations. Make a world map showing the location of these areas. B. To appreciate the intrinsic value of each through an analysis of each. C. To learn through a study of the political, social,economic and religious institutions of the civilization how each institution fulfilled the basic needs of the people. D. To realize that each civilization does not exist in a vacuum but is influenced by and influences other civilizations and peoples. E. To provide an initial experience in some aspect of historical methodology such as the distinction between fact and interpretation of fact, the distinction between certainty, probability, and possibility, the distinction between primary and secondary sources, and the necessity to avoid imposing one's own value judgments on other civilizations as opposed to considering them in their own context. Class discussion of the above aims to arrive at an understanding of each. Students might try to list characteristics, adjectives, or phrases that they associate with each civilization listed above. These lists should be kept by the teacher and returned to the class later to illustrate the meaning of stereotype.	

EVALUATION

1. Why study the world?

2. What are the advantages of studying the world through an analysis of civilizations?

3. Why is information from anthropology, economics, geography, political science, and sociology needed, in addition to history, to acquire a view of a whole civilization?

4. What are four major contemporary civilizations into which the world can be divided?

5. What are the chief characteristics by which a civilization can be identified?

6. What intrinsic values need to be examined as they reflect the the nature and worth of a civilization?

7. How do the basic institutions of a civilization reflect the needs and wants of the people?

8. What is the difference between fact and the interpretation of fact?

9. What is the current definition of the term race as discuesed in this unit?

10. What are the steps which led up to the development of civilization?

11. What distinctions exist between certainty, probability, and possibility?

12. What is wrong with imposing one's own value judgements on other civilizations?

13. How can viewing a civilization in its own context overcome the problem of imposing one's own value judgments upon it and thus the problem of developing undesirable stereotyped notions and prejudices?

14. How are primary and secondary sources different?

APPENDIX A

NATIONAL GEOGRAPHIC MAGAZINES

RELATED ARTICLES

Adventures in the Search for Man	January, 1963
Finding the World's Earliest Man	September, 1960
Exploring 1,750,000 Years Into Man's Past	October, 1961
Lifelike Man Preserved 2,000 Years in Peat	March, 1954
Life 8,000 Years Ago Uncovered in An Alabama Cave	October, 1956
Russell Cave: New Light on Stone Age Life	March, 1953
Searching for Cliff Dwellers' Secrets	November, 1959
Underwater Archeology: Key to History's Warehouse	July, 1963